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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) the composing process of adult basic writing students: (2) an integrated approach to reading and writing for college students: (3) the teaching and learning of reading in the community college: (4) the relative effectiveness of four instructional approaches to college speed reading instruction: (5) the effects of advance organizers on the reading recall of adults with varying reading abilities: (6) the effects of word frequency, sentence length, and sentence structure on the readability of two college textbook passages: (7) selected characteristics of older adult readers and nonreaders: (8) the combined effects of motivation training and reading instruction on the performance of high-risk community college freshmen: (9) reading instruction in Texas community and junior colleges and two-year technical colleges: and (10) the reading competency of successful community college students. (RL)

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Reading and Study Skills and Instruction:

College and Adult:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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AN INTEGRATED APPROACH TO READING AND WRITING FOR COLLEGE STUDENTS

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THE TEACHING AND LEARNING OF READING IN THE COMMUNITY COLLEGE: WHY-HOW-UNDER WHAT CONDITIONS?

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THE READING COMPETENCY OF SUCCESSFUL COMMUNITY COLLEGE STUDENTS

THE COMPOSING PROCESS OF ADULT BASIC WRITING STUDENTS

Order No. 8105855

BLAKE, BESSIE WAITES, ED.D. *Columbia University Teachers College*, 1980. 277pp. Sponsor: Professor Gary A. Griffin

The purpose of this study was to seek information that would suggest approaches to writing instruction for a population of adult students whose life experiences may be interpreted in terms of college credits, but whose written language skills are not adequate to an expression of those experiences. The basic research questions focused on the impact of students' composing processes, attitude towards writing and classroom interactions on the quality of their written products.

The study was conducted in the summer of 1979 at the Co-Op City Campus of the School of New Resources, the nontraditional liberal arts unit of the College of New Rochelle. Twenty of 40 students who had been placed in basic writing courses were randomly placed in the 2 courses involved in this study. Of the two courses, one class employed the use of expository prose models as its major pedagogical strategy, while the second used experience-writing as a starting point for skills development and moved with each new assignment progressively closer to more abstract topics. Teachers were assigned to each class based on a predisposition towards a certain teaching style.

One case was selected from each group to participate in 6 to 10 1½-hour composing sessions in which the students composed aloud, a talk-write strategy designed to get students to externalize their thinking as they wrote. Additional information about the cases was gathered from an interview in which students were asked about their writing histories; recorded descriptive narratives of classroom proceedings; collected samples of student work; and, a holistic scoring of pre- and posttests.

The following conclusions were drawn from an analysis of the data: (1) There is support for previous findings that the writing process is a recursive one. (2) Prewriting behaviors are not always exhibited by student writers. "Prewriting" is essentially an act of discovery of meaning which occurs throughout the composing process. (3) The composing process is generally the same regardless of the form of writing. (4) Students hold two sets of attitudes towards writing: one towards school-sponsored and another towards self-sponsored writing. They are more relaxed with self-sponsored writing because they do not have to "think" about what they write. (5) Editing is essentially a matter of error correction. (6) Regardless of the form of writing requested in the assignments students in both classes always began their essays with personal experience writing.

AN INTEGRATED APPROACH TO READING AND WRITING FOR COLLEGE STUDENTS

Order No. 8111502

BOWLES, DYMPNA J., ED.D. *Columbia University Teachers College*, 1981. 216pp. Sponsor: Professor Anne S. McKillop

The purpose of this dissertation is twofold: to provide a conceptual framework for the integration of reading and writing instruction and to develop materials incorporating principles from this framework for use with underprepared college freshmen.

Chapter I discusses the issue of reading and writing difficulty among college freshmen and establishes a perspective which views these difficulties in a broad context of problems in literacy. It then surveys a number of approaches used in colleges to address this broad problem--separate courses in reading and writing, and combined courses. In the area of reading, the discrete skills and process approaches are discussed; in writing, both the product and process oriented approaches are viewed. Combined courses in reading and writing are also considered in terms of their adequacy for addressing the broad problem of literacy.

Chapter II presents a conceptual framework for integrating instruction in reading and writing. Reading and writing are viewed from three broad perspectives: a communications view, a language view, and a conceptual view. The thinking of Kinneavy on discourse theory and Halliday on language function form a significant part of the theoretical basis for this conceptual rationale. Ten criteria, drawn from principles implicit in the framework, are offered as standards for the establishment of materials intended to improve reading and writing abilities.

Chapter III offers a series of ten lessons, each incorporating some of the criteria from the conceptual framework. Each lesson focuses on a particular topic common to the reading and writing process, such as the "aim" or "purpose" of a reader or writer, the concept of "generalization," and "levels of generality." A sample lesson is presented and discussed in terms of the criteria.

Chapter IV describes a tryout of the lessons in order to determine the feasibility of the criteria and the practicality of the materials. The lessons were taught by this investigator to 17 underprepared college freshmen for a period of seven weeks. Pre- and posttests of reading and writing were administered as well as a questionnaire used to evaluate the students' attitudes toward the lessons. Results of the tryout reveal that the lessons incorporating the communicative and language criteria were well received by the students, but that those focusing on the conceptual criteria were less enthusiastically responded to. Further, the students improved in their writing but not in their reading when it was measured by a standardized reading test. Their growth in reading when measured by a combined test of reading and writing was significant in a number of areas, e.g. in narrative summary but not in others, e.g. in expository summary. The results of the questionnaire reveal positive reactions toward the lessons.

Chapter V discusses the results of the tryout in terms of the class sessions, the pre- and posttests, and the questionnaire. These findings suggest that a multiple-choice test of reading is limited because of its receptive nature which seems to reduce a reader's interaction with a text. Further, the students' greater difficulty with texts in the expository mode (in contrast to the narrative mode) points to the complexity of exposition and suggests further study into the kinds of meanings in these texts and the presuppositions they require of the reader. Additional research into the interface between students' own ideas and the ideas of others, particularly through the use of summary writing, is also suggested. Finally, a broad approach to reading and writing is recommended as a way of improving the reading and writing abilities of underprepared students.

THE TEACHING AND LEARNING OF READING IN THE COMMUNITY COLLEGE: WHY--HOW--UNDER WHAT CONDITIONS?

Order No. 8106080

GOLDMAN, RUTH E. RUBIN, A.D. *The University of Michigan*, 1980. 178pp. Chairman: Alan Howes

"The Teaching and Learning of Reading in the Community College: Why--How--Under What Conditions" is the result of several years of teaching reading and writing to adults at an urban community college. The students in these classes, by and large, have well developed thinking and spoken language skills, but are woefully underprepared in reading and writing skills. Additionally, while they enter college with high motivation and desire for success, they also leave in great numbers before achieving their educational goals. The purpose of this study, then, is to examine the relationships between language, reading, and the environment of education, and student success, to explore the needs, both cognitive and affective, of the learner and finally to try to describe a classroom which combines all of the above relationships so that adult disabled readers will persist in college and will become competent readers and learners.

The study is divided into three major areas of concentration. The first area focuses on the acquisition of language, the relationship between thought and language, and the relationship between the development of thought and language and the development of coded language skills, reading and writing. In addition, in the search for the answer to the puzzling disparity between a human's natural language learning capabilities and her linguistic insecurities and problems with coded language this chapter examines the area of sociolinguistics since it turns out that problems with the learning of coded language often stem from society's attitudes toward language and its users, from status marked language contrasted with community or dialect language.

The second area of concentration looks at the theories of reading, past and present, and at how those theories have been translated into classroom methodology vis a vis the teaching and learning of reading. Questions like: "What is reading? What are the differences between reading and learning-to-read? How can the adult who perceives herself as a 'poor' reader be encouraged to use her natural language capacities to become a 'good' reader?" are examined in an effort to combine psycholinguistic theory, sociolinguistic theory, and reading theory into a body of information useful for teachers of adult reading students.

The third area of concentration centers on the creation of a classroom model which not only suggests a linguistically based reading curriculum but emphasizes the notion that cognition is only one of the human factors with which teachers must be concerned. Of equal importance to learner success is an environment in the classroom which recognizes the socio-emotional needs of the learner. By structuring a way of meeting those needs within the constraints of a college classroom, we promote the attainment of cognitive goals. The model proposed suggests that we can best teach our students by using group process factors which are inherent in the assembling of any group of people into a classroom and that by recognizing the power and dynamics of a group, we can use those dynamics to help our students learn.

ANALYSIS OF A UNIVERSITY SPEED READING PROGRAM TAUGHT BY FOUR METHOD/FORMAT INSTRUCTIONAL APPROACHES

HORN, PAULA LOIS, PH.D. *University of Southern California*, 1981. Chairman: Professor William H. Allen

This study evaluated the relative effectiveness of the four method/format instructional approaches to enable the undergraduate students who were enrolled in the Learning Skill Development Center's Speed Reading and Comprehension Course at the University of Southern California in Fall, 1979 to achieve its terminal objectives. The method/format instructional approaches included Teacher/Lecture-Demonstration (T/LD), Teacher-Media [videotape]/Lecture-Demonstration (T-M/LD), Teacher/Individualized Objective-based [modules] Instruction (T/IOI), and Teacher-Media/Individualized Objective-based Instruction (T-M/IOI).

The effectiveness of the course was measured in a controlled investigation of the students' pretest/posttest achievement and the relative effectiveness of each of the method/format instruction approaches. The terminal cognitive objectives included significant achievement in doubling traditional reading rate of trade books while maintaining comprehension on a standardized reading test, and in increasing prereading comprehension of trade books on a diagnostic, prereading comprehension test. The terminal affective objectives consisted of the students' behaviors in feeling positively towards the overall course and its parts on a standardized attitude questionnaire.

The results were as follows: Reading rate almost doubled, with pretest/posttest achievement increasing at the .001 level. There were significant differences in posttest scores among the method/format experimental groups and the control group at the .05 level. There were also significant differences with T-M/LD performing significantly higher than T-M/IOI and T/LD. There were no significant differences among the methods and the formats. Traditional comprehension was maintained with no significant differences in posttest scores among the experimental groups, the methods, and the formats.

Prereading comprehension increased at a highly significant level (.001). There were no significant differences among posttest scores of the experimental group, the methods, and the formats at the .05 level.

The experimental groups showed a high, positive attitude towards the course with some variation among the groups relating to the design and implementation of the course. In design, "objectives" and "materials" varied at the .05 level as follows: T-M/IOI rated the objectives of the course significantly higher than T/LD and T-M/LD. In materials, T-M/IOI surpassed T/LD and T-M/LD. The differences in attitudes relating to the teachers' implementation of the course in the areas of "humor" and "interest." T-M/IOI surpassed T/LD and T-M/LD in their perception of their teachers' humor. Likewise, T-M/IOI perceived the teacher as having significantly more interest than T/LD.

It was concluded that the course fulfilled all of its objectives, and the method/format instructional approaches were equally effective. It was further concluded that the effectiveness of the approaches was due to their sound design and implementation in teaching the objectives to which they were best suited. It was also concluded that the designs were successful because they were standardized according to a model based upon proven methods found in the conceptual literature. The designs of instruction consisted of sequences of events enhanced by design elements which were built into them. The implementation procedures consisted of written guidelines for each media.

It was recommended that the Learning Skill Development Center's speed reading course be revised to incorporate the features of several method/format instructional approaches to provide interest and variety. It was also recommended that further research develop models for effective speed reading courses in different classroom situations. This presents a challenge for reading specialists and instructional technologists to combine their expertise in speed reading theory, instructional technology, behavioristic psychology, curriculum design, and media theory to develop design and implementation guidelines for other classroom situations.

THE DIFFERENTIATED EFFECTS OF ADVANCE ORGANIZERS ON THE READING RECALL OF ADULTS WITH VARYING READING ABILITIES

Order No. 8109189

JOHNSON, DIANA ELIZABETH SELLERS, PH.D. *The University of Texas at Austin*, 1980. 103pp. Supervisor: William R. Harmer

This project investigated the effect of advance organizers on the retention of text material by college readers of varying reading ability. From introductory psychology classes 240 undergraduate students were selected as subjects based on their scores on the McGraw-Hill Reading Test, Part 3, a reading comprehension test. This sample was divided into three clustered groups--high, middle, and low--on the basis of the distribution of scores reported for the norming sample. Each group of 80 students was then randomly assigned to one of four treatment groups, an Aptitude-Treatment Interaction model. Each subject received a printed text passage from the required textbook in the course and was asked to read it and produce an unstructured recall protocol. The four treatments of the text utilized the advance organizer which had preceded the passage in the textbook as well as paragraph organizers or indentations. Treatment 1 was the advance organizer and paragraph organizers; treatment 2, paragraph organizers only; treatment 3, the advance organizer only; and treatment 4, no organizer. The scoring system, based on a simplified version of prose analysis, allowed for a possible score of 100, but the range of actual scores was 0 to 57 with a mean of 18.58. The statistical test of analysis of variance yielded the result that reading comprehension was a highly significant independent variable, but the treatments or manipulations of the text material were not. Thus, the alternative hypothesis that there are differentiated effects on the recall of students with low, middle, and high comprehension scores by the addition of advance organizers to the reading passage cannot be supported.

THE EFFECTS OF WORD FREQUENCY, SENTENCE LENGTH AND SENTENCE STRUCTURE ON THE READABILITY OF TWO COLLEGE TEXTBOOK PASSAGES

Order No. 8028185

JOHNSON, LINDA LEE, PH.D. *The University of Wisconsin - Madison*, 1980. 239pp. Supervisor: Professor Wayne Otto

The purpose of this study was to determine the effects of three stylistic factors on the readability of textbook prose. The three stylistic factors were sentence length, sentence structure and word frequency. The study was intended to assess the extent to which the factors, taken alone or in combination, affected the readability of two 1000-word college textbook passages when the content remained the same. Readability was defined as the fluency with which a prose passage is comprehended.

Researchers have found that word frequency and sentence length are associated with the difficulty of short passages intended for children. These factors need to be examined further to determine how much they might be responsible for the difficulty of textbooks intended for mature readers. A third factor, sentence structure, was also examined for its effects on readability. Sentence structure has been suggested in three recent readability theories as a cause of difficulty.

To assess the effects of the three stylistic factors on textbook readability, two college textbook passages were rewritten with shortened sentences, more frequently occurring nontechnical words, and cumulative sentences, those sentences containing a short base clause followed by free modifiers. Combinations of the three variables formed the remaining treatment

conditions. The comprehension, rate, reading efficiency and retention of high school seniors were assessed on the original passages and on their rewritten versions. Reading efficiency, the number of comprehension test items answered correctly per minute of reading time, was used for the main measure of readability. The comprehension assessment consisted of short answer, wh-questions constructed from randomly selected outline statements.

At the first of two sessions conducted at four high schools, 336 subjects read a passage about Cells or Computers, recorded their reading times, responded on measures of interest and comprehension, then read the second passage. The second passage, on the other topic, was assessed for retention a week later. The data was primarily analyzed using Kruskall-Wallis planned comparisons.

When the mean scores of the original versions were contrasted with the rewritten versions, the scores fell into patterns that may warrant further investigation, although the statistical tests did not reach statistical significance. The Cells passage seemed easier when rewritten with the combination of short sentences and more frequently occurring words and when rewritten with the combination of all three stylistic factors. The Computer passage seemed easier when rewritten with sentence structure alone or in combination with other factors.

The results were thought due to the differences in the actual causes of difficulty in the original passages. To the degree that difficulties in the original passages were corrected in the rewritten versions, readability was likely to be improved. Although some difficulties in the original passages--lengthy base clauses and unfamiliar nontechnical vocabulary--were corrected, the likely overwhelming cause of difficulty, unfamiliar content, was not corrected, resulting in nonsignificant differences in readability.

SELECTED CHARACTERISTICS OF OLDER ADULT READERS AND NONREADERS

Order No. 8101909

KIDO, ELISSA, ED.D. *Boston University School of Education*, 1980. 174pp. Major Professor: Thomas G. Devine

This exploratory study was designed to investigate, describe, and compare the mental function, adjustment, life satisfaction, physical health, and leisure activities of older adult readers and nonreaders. The study included 30 noninstitutionalized individuals 65 years and older who met the criteria for inclusion in the study. The procedures consisted of a screening process and a lengthy interview schedule. Information was gathered and test measures were taken using the following instruments: (1) *Shipley-Institute of Living Scale for Measuring Intellectual Impairment*; (2) *Bell Adjustment Inventory (Adult Form)*; (3) *Life Satisfaction Index A*; (4) A physical health questionnaire; and (5) A daily and monthly leisure activities survey.

A comparison of the 17 readers and 13 nonreaders who participated in the study showed that there were differences between the two groups. In mental functioning, the readers had higher conceptual quotient, abstract reasoning, and vocabulary scores. The nonreaders' conceptual quotients declined with advancing age, thus suggesting a decrease in the ability to reason abstractly. On the other hand, the readers' ability to reason abstractly remained relatively constant with age. The greatest difference, therefore, occurred in the conceptual quotients of the readers and nonreaders who were 76 years and older.

In adjustment and life satisfaction, the readers tended to be better adjusted than the nonreaders and more satisfied with their present and past lives. The differences between the two groups were especially evident in the areas of health, social, and emotional adjustment where the readers had "good" adjustment and the nonreaders had "average" adjustment.

In physical health, the readers had fewer health problems, the difference between the two groups being most pronounced in the 76 years and older age group. Twice as many nonreaders as readers had cardiovascular problems. In addition, a large percentage of nonreaders were overweight, whereas most of the readers were within their weight limits. Problems with vision were prevalent among both groups.

In leisure activities, the readers participated in a greater variety of activities than the nonreaders. Also, a much larger percentage of readers than nonreaders engaged in educational and cultural activities. Even though the readers spent the largest proportion of their daily leisure time in reading activities, they were also physically and socially active. In contrast, the nonreaders, who spent most of their free time watching television, engaged in no physical leisure activities and in fewer social activities than the readers.

A STUDY OF THE COMBINED EFFECTS OF MOTIVATION TRAINING AND READING INSTRUCTION ON THE PERFORMANCE OF HIGH-RISK COMMUNITY COLLEGE FRESHMEN

Order No. 8102507

MAGNAVITA, TIMOTHY FRANK, ED.D. *Lehigh University*, 1980. 98pp.

During the 1970's the increase of entering community college students with inadequate reading capacities became evident. The relationship between reading achievement and self-concept was demonstrated. The positive relationship between reading capacity and academic achievement on the college level was shown. Also, group counseling was found to be a factor contributing to academic success in college students. Specifically, motivation training was found to significantly increase the GPA's of high-risk college freshmen.

The primary purpose of this study was to investigate the effectiveness of the combined treatments of motivation training and reading instruction on GPA, academic motivation, and reading achievement in high-risk community college freshmen.

Data was collected regarding the following questions: (1) Do subjects receiving motivation training have a higher academic motivation level than subjects not receiving motivation training? (2) Do subjects receiving reading instruction have a higher reading achievement level than subjects not receiving reading instruction? (3) Is there an interaction between motivation training and reading instruction on GPA, academic motivation, and reading achievement? (4) Does the combined treatment of reading instruction and motivation training result in greater post-test scores of GPA, academic motivation, and reading achievement, than either treatment alone or no treatment? (5) Does motivation training alone result in greater post-test scores of academic motivation than reading instruction alone or no treatment? (6) Does reading instruction alone result in greater post-test scores of reading achievement than motivation training alone or no treatment?

The subjects of the study were 157 high-risk freshmen from Bucks County Community College, a two-year liberal arts institution in Newtown, Pennsylvania. The experimental groups were as follows: (1) combined reading instruction and motivation training, (2) motivation training alone, (3) reading instruction alone, and (4) no treatment. The reading course provided 150 minutes/week of instruction over a fifteen-week semester. It focused on comprehension improvement, vocabulary development, rapid reading techniques, and specific study skills relevant to successful college work. The motivation training consisted of twelve weekly sessions which met for thirty minutes each. In the group sessions the subjects analyzed their self-concepts, assessed their abilities in the light of past successes, and practiced value clarification and goal-setting techniques.

The data gathered consisted of pre- and post-test raw scores on the Nelson-Denny Reading Test as a measure of reading achievement and raw scores on the Survey of Study Habits and Attitudes as the measure of academic motivation. Also the Grade Point Average of each subject was used as the measure of academic achievement.

Analysis of the data was performed via the Biomedical Computer Programs (Dixon, 1973) at the computing center of Lehigh University, Bethlehem, Pennsylvania. An analysis of covariance was used to test each of the hypotheses because this test adjusted for initial between-group differences of the sample groups.

Motivation training was found to significantly increase academic motivation; reading instruction was found to significantly increase reading achievement. Reading instruction combined with motivation training dampened the effectiveness of motivation training alone in raising academic motivation. The combined treatment had no significant effect on the three dependent variables. Reading instruction alone significantly improved reading achievement over the motivation training alone and the no treatment groups.

READING INSTRUCTION IN TEXAS COMMUNITY/JUNIOR COLLEGES AND TWO-YEAR TECHNICAL COLLEGES

Order No. 8104454

MANNING, DORIS A. JENKINS, ED.D. *Baylor University*, 1980. 109pp. Major Professor: T. W. Rigby

Problem. The problem was to determine the current status of reading instruction in Texas community/junior colleges and two-year technical colleges. The purposes were (1) to confirm the existence and description of reading programs in community/junior colleges and two-year technical colleges of Texas; (2) to identify the basic philosophy and instructional objectives of these programs; (3) to analyze the organization of these programs, including selection of students, diagnostic procedures, instructional designs, reading skills in the content areas, methodology emphasized, materials and aids, and student evaluation procedures; and (4) to solicit suggestions from participating reading instructors for the improvement of these two-year college reading programs in Texas.

Procedure. A descriptive analysis was used in this study. A questionnaire was mailed to the directors of reading or to a person responsible for the reading programs at each of the institutions. The questionnaire was returned by 64 of the 70 two-year institutions for a return rate of 91.4 percent.

Findings. The following conclusions were based on data received from the participants. In that 56 of the 64 directors of reading indicated that they had some form of reading skills/study skills program, it was apparent that these institutions were including programs designed to improve reading skills. For the most part, instructors practiced an eclectic philosophy in the teaching of reading. Reading was not a required course in 50 percent of the two-year colleges. The Nelson-Denny Reading Test was used more frequently than other standardized tests. The typical number of courses offered each semester was two to three in each institution. More typically than not, academic credit was given for reading instruction for those students who desired it. Non-credit courses were commonly available as well. Many of the two-year institutions offered reading instruction in the academic content fields. Most of the reading programs were organized for individualized reading instructional methods. Most directors preferred a lecture/laboratory method to other instructional methods. Directors reported that multi-level commercial kits, audio-visual equipment, and instructor-made materials were among the most frequently used instructional materials in their program. Types of instructional equipment most preferred were the controlled reader, tape recorders, and films. A traditional marking system: i.e., A-B-C-D plan, was the preferred evaluation practice among the directors. Aspects of the reading program which needed the most improvement were (1) increased support from the administration and other academic programs, (2) additional methods of selecting and placing students, (3) expansion of existing reading programs, (4) additional involvement within the entire college curriculum, and (5) greater emphasis on reading skills in the academic content areas.

Recommendations. Based on data reported in this study, it is recommended: (1) That community/junior colleges and two-year technical college reading programs improve their methods of student selection; (2) that reading instructors/directors develop additional individualized materials such as learning modules and learning packages; (3) that reading instructors/directors improve their diagnostic procedures beyond the standardized test for determining student placement; and (4) that reading instructors/directors work with academic content instructors to devise plans for improving the students' ability to read independently well within their respective academic courses.

THE READING COMPETENCY OF SUCCESSFUL COMMUNITY COLLEGE STUDENTS

Order No. 8106208

REINERTSON, JACQUELYN MARIE HORNUNG, PH.D. *The University of Michigan*, 1980. 140pp. Chairman: Donald E. P. Smith

The major purpose of this study was to ascertain the reading competency of "successful" students in a large, urban, open-admissions community college. A "successful" student was defined as one who had completed most of his or her classwork and was nearing graduation. Other purposes for the study included determining a reading cutting score below which success is unlikely, isolating characteristics which differentiate successful students are more "internal" than other students as measured by Rotter's Internal-External Scale (I-E).

The subjects were 828 students at C.S. Mott Community College (MCC) in Flint, Michigan, enrolled in second-semester sophomore classes or classes taken in the second semester of one-year programs offered in 1979. Subjects took the Nelson-Denny Reading Test: Form A and the Internal-External Scale. In addition, they completed a demographic questionnaire.

Generally, the findings indicated no evidence of a reading level below which success was unlikely. However, the mean reading score of the group was college freshman level (13.1 grade level). Attrition at the college was high, nearly 80 percent. Subgroups of the MCC population whose percentage decreased when comparing entering and exiting (successful) students included total students, males, and black students; subgroups whose percentage increased were females and the group which had taken a reading-improvement course. I-E data were inconsistent, but it was apparent that this group did not demonstrate high "internality" when compared to study groups reported elsewhere.

The most salient quality of the study group was variety; it was nearly as varied as the general population. There were, however, tendencies for the successful student to read better than the general student population, to be female, to be older than traditional students, to be employed and carry a smaller credit load, and to intend to transfer to a four-year college.

The mean reading level for entering students in 1978-79 was grade 10, while the mean level for exiting (successful) students was grade 13. In the study group, students who had taken a reading-improvement class (about one-third of the group) improved their scores by more points than the remainder of the study group during their time in college, but they had not attained the reading competence of students who had never taken a reading course.

There were unanswered questions. Are students, who drop out, those with lesser reading skills? Is a portion of attrition rate more properly classified as postponement? How do students with low reading scores succeed in college?

It was concluded in this study that: (1) Among successful community college students, reading competencies at exit approximate a normal distribution with a mean about one grade level below college sophomore norms. (2) There is no apparent cutting score below which either students in the total group, or those in academic divisions, fail to succeed. (3) The successful students tend to be (in order of importance from most to least) part-time students, who aspire to more education, who are employed and read better than entering students, and who are female and white. (4) Successful community college students are less "internal" than one would expect from reading the literature.

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